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ABSTRACT

The Gerontology Research Instructional Program (GRIP) wad developed and implemented in the Dallas, Oregon, Public School System to determine: (1) the feelings and concepts toward aging held by elementary and secondary school students; (2) the effectiveness of a variety of planned instructional activities in changing those feelings; and (3) the age/grade levels significant in changing attitudes toward aging. GRIP project included: (1) conducting a two-day workshop for participating teachers; (2) developing organized units of classroom instruction (mini-lessons); (3) involving older people in the classroom setting; and (4) pre- and post-testing of the attitudes toward aging of participating and control children and teachers. Findings indicate children and teachers know very little about the process and problems associated with aging, with children showing a more positive attitude toward older citizens than do their teachers. Through planned learning activities, childrens' attitudes can be changed to ones of greater acceptance and interest. A relative universality of application of instruction on aging was found to be appropriate. The involvement of older citizens as teacher aides, tutors, or special resource teachers successfully raised the children's understanding of aging and provided a rewarding experience for the older citizens. Appended are workshop agenda, schedule of project activities, test instruments and results, and mini-lesson outlines. (Author/NMF)

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Final Report

Project No. 1-J-066
Contract No. OEC-X-72-0004(057)

GERONTOLOGY RESEARCH INSTRUCTIONAL PROGRAM

Raymond H. Speulda

Dallas Public Schools
Dallas, Oregon

March, 1973

The research reported herein was performed pursuant to a contract with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U.S. Department of
HEALTH, EDUCATION, AND WELFARE
Office of Education
Region X
Regional Research Program

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FINAL REPORT

Project No. 1-J-066
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GERONTOLOGY RESEARCH INSTRUCTIONAL PROGRAM - GRIP

March, 1973

U.S. Department of Health, Education, and Welfare
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Regional Research Program

GERONTOLOGY RESEARCH INSTRUCTIONAL PROGRAM - GRIP

Project No. 1-J-066
Contract No. OEC-X-72-0004(057)
March, 1973

Raymond H. Speulda, Project Director
Dallas Public Schools
Dallas, Oregon

ABSTRACT

This project was developed: 1. to ascertain the existing attitudes toward older people of students in grades four, eight, and twelve in the Dallas Public Schools; 2. to prepare and present a series of mini-lessons to approximately one-half the students in those grades, with the remainder serving as a control group, to determine whether significant positive attitudinal changes could be made through planned learning activities; and 3. to determine at which age/grade level such instruction would be most effective.

The study was conducted during the Spring of 1972 with pre-tests administered in February; instruction presented through February, March, and April on a mini-lesson per week basis; and post-tests administered in May. A variety of learning activities were provided including directed discussion, movies, older resource people, interviews of the elderly, and a presentation by a gerontology specialist.

Findings of the study indicate that: students and their teachers have very little knowledge of aging problems or processes; planned instruction at any of the grade levels provided positive attitude change; teachers need information and some training to effectively present such materials and to overcome their own negative attitudes; older resource people can and will provide valuable interaction in the classroom; a real need exists for developing appropriate materials; and finally, further studies need to be conducted in this important area of social concern.

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HEALTH, EDUCATION, AND WELFARE
Office of Education
Region X
Regional Research Program

PREFACE

The author expresses gratitude and appreciation to those individuals who contributed their expertise, time, interest, and/or encouragement to this program:

Dr. Chisato Kawabori, Specialist on Aging, Administration on Aging, DHEW
Mr. Marvin Janzen, Acting Director, Center for Gerontology, University of Oregon
Mr. James Goddard, Specialist for Physical Education and Health, Oregon Board of Education
Dr. Sidney Justice, Research Analyst, Administration on Aging, DHEW
Mrs. Doris Bradley, Research Analyst, Administration on Aging, DHEW
Mrs. Nada Hassler, Director, Dallas Senior Center

Polk County Unit, American Association of Retired People

Eleven Elementary, Junior High School, and High School teachers in the Dallas Public Schools who gave generously of their time to plan and integrate instructional units on aging in their crowded schedules in the test schools.

Six Elementary, Junior High School, and High School teachers who administered attitude instruments to the control groups.

Central High School of the Central School District of Monmouth-Independence, Oregon for serving as the control high school in this project.

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CHAPTER I. INTRODUCTION

Statement of the Problem

"The general American populace needs a change of attitude towards this nation's increasing elderly population. These elderly are continually plagued with negative attitudes about themselves as well as being viewed negatively by others in American society. It seems that young people in general cannot comprehend getting old until it happens to them. Misconceptions and generalizations are detrimental to this nation's resource of valuable manpower and knowledge. Every tenth American is 65 years or older. The process of aging is an inevitable equalizer. The elderly population should be permitted, as well as encouraged, by the young to participate in the life activities that are so essential in maintaining a sound emotional state as well as good mental health.

In order to partially solve this problem, the development of a new image for the elderly is necessary. The young, the middle-aged and elderly should all view the elderly as productive, respected contributors to the American system of life. Today's welfare state which provides services for the elderly does not necessarily help the image of the elderly person. It merely eases the burden of being old.

Our society today is beginning to utilize pre-retirement education as a method of helping the middle-aged or the pre-retiree to begin thinking about retirement. They are encouraged to straighten out their financial matters, become involved and learn new recreational and social activities. This, however, is not enough. It is not a study of the process of aging. It does not reach problem avoiding. In many instances it merely occupies time. Aging starts at birth and thus aging awareness is vital for successful aging.

A background in gerontology, starting at the elementary and/or high school levels can develop positive attitudes towards the aging process and the problems the aged will and must face may help the American society to eradicate the problems as they exist today. A change of attitude hopefully produces concerned youth."

This statement of need by Dr. Chisato Kawabori, Regional Aging Program Specialist, Region X, DHEW, reflects the growing concern for this critical social problem.

According to Commissioner on the Aging, John B. Martin, "As a people we have still not developed a real philosophy of aging--a national policy. As a nation we have not yet made an irrevocable commitment to a policy of treating our older people as first-class citizens truly participating in our national life--."

From these basic problem statements, the Gerontology Research Instructional Program - GRIP was evolved.

Theory Base

The development of this project has been built on several foundation assumptions or beliefs. It is believed that older Americans, in substantial numbers, are isolated and disoriented from the mainstream of society. Much literature on the subject of aging cites this as a critical problem. Children of today, it is generally held, are not afforded the intimate contacts with older people which were experienced by children in the agri-society of past generations. The isolation of older Americans from the mainstream of society and the isolation of children from the older people contribute to the breach in mutual understanding which appears to have developed. To further widen this schism, incidental contacts between older people and children are often unreal or unpleasant and tend to create negative images or stereotypes in the minds of children. In many cases, a similar negativism is felt by older people toward youth.

Generally, children and youth are not aware of nor really concerned about the problems related to aging. This applies both to their own certain aging process and to the conditions faced by the large groups of older Americans.

In the Gerontology Research Instructional Program - GRIP, two major assumptions provided a basis for planning project activities. First, it was felt that planned instructional units can increase both awareness and concern for the problems of aging. A search of current gerontology literature has failed to find any significant effort to provide instruction for children at either the elementary or secondary school level in this area of concern. Second, by designing some planned inter-relationships for youth and older people in the school's educational setting, it was hoped that a more positive imagery would be developed for spanning the age gap. The promising experiences of the Administration on Aging "Foster Grandparents" program provided a substantial basis for this hope. As reported concerning this program, "Two needy groups gain from this program--the older person as a grandparent earns much-needed income and the dignity and sense of achievement of contributing to his community, the child blossoms with the warmth of personal attention he never had from adults before."

Project Goals

The stated goals of this project include: a. The determination of the feelings and concepts toward aging held by students at three different age/grade levels in elementary and secondary schools; b. through the process of matching participating groups with control groups at the various age/grade levels, the effectiveness of a variety of planned instructional activities in changing the feelings and concepts held by students relating to aging would be determined; and, an attempt would be made to discover the age/grade levels at which the most significant behavioral changes toward aging occur and at which point planned gerontology instruction would be most effective.

Limitations of the Study

Several limiting factors having a significant impact on the study need to be identified to provide perspective in evaluating the planning, the process, and the conclusions which are described in this report.

One limiting factor was the compression of the project period from the proposed one year to about seven months. This resulted in some acceleration of planning activities which, to a rather significant extent, reduced the instructional unit development period. The precision of some operational phases was not as exact as might have been desired.

Project staffing, including expert consultant assistance, proved to be another limiting factor. In the on-site setting, regularly assigned classroom teachers were asked to provide both planning and instructional time for the project at possibly the peak of their teaching burden. They did this with enthusiasm and, in the author's opinion, performed at an exceptional level. The project director, serving a regular administrative role, was caught up in a myriad of school district operational details and budget preparation procedures which commonly occur at mid-year. Project consultants were able to provide only limited service for a variety of valid reasons based upon their primary responsibilities related to position assignments. All of these circumstances combined to place some added stress on the classroom teachers involved in the project. These conditions, of course, are related to the shortened time-line and limited budget of the project.

Budgetary limitations did not pose any significant handicaps to the planning, developing, or operating phases of the project. It did have a substantial impact on efforts to obtain external project evaluation assistance.

Significance of the Study

The Gerontology Research Instructional Program - GRIP was a direct attempt to answer pertinent questions relating to aging as it affects children and youth. The following questions were examined by this project:

1. How much do children at various age levels know about the process of aging and the problems associated with being an older citizen?

2. What are children's attitudes toward the older citizens?

3. What are teacher's attitudes toward the problems of aging?

Significance of the Study (cont'd)

4. Can significant changes in children's attitudes toward aging be made through planned learning opportunities?

5. At which ages/grades can planned instruction on aging have the greatest impact?

6. Can the involvement of older citizens as teacher aides, tutors, or special resource teachers be successful, both as a means of raising the understanding of children about aging and in providing a rewarding experience for the older citizens?

These questions were answered. In 1., children, as well as their teachers, know very little about the process of aging and, in only fragmentary ways, have knowledge of the problems associated with being an older citizen. Looking at numbers 2. and 3., the study indicates that children at each of the age/grade levels involved have a more positive attitude toward older citizens than do their teachers. The fourth question deals with a significant portion of the study and the findings support a positive response. Not only are children's attitudes changed to ones of greater acceptance but they become vitally aware of the nature of aging. A very rewarding finding was that students at all age/grade levels exhibited a high interest in the study of aging and were highly motivated to participate in discussions of personal experience or personal concern relating to aging. Question five is concerned with the placement of instructional units relating to aging in the curricula of elementary or secondary schools. The findings of the study indicate that a relative universality of application is appropriate. Awareness of aging and the basic problem of the older people fit very naturally into the elementary school studies. The lack of prejudice or stereotype and natural curiousity found in children in the elementary grades provide a fertile time span for introducing an awareness to aging. The junior high or middle school age/grade levels provide a setting which is conducive to exploratory or bridging activities. Students at this level, in many ways, are seeking personal identity. They are extremely conscious of themselves and how others view them. As problems of aging are studied, they are uniquely suited to grasp the significance of the problems and to identify with the older person. High school students displayed concern both personally and on a societal impact basis. A concensus of the opinions of staff involved in the study would tend to recommend the intermittent introduction of mini-lessons at the elementary and junior high school levels and a short but comprehensive mini-course at the high school level. The final question concerning the involvement of older citizens in the instructional program is answered affirmatively. It was a richly rewarding educational experience for the study director to observe an older woman working closely with an eager fourth grade girl in a basic sewing activity. Both were completely involved, both were happy, both were learning--about the object and about each other.

CHAPTER II. PROCEDURES

The Gerontology Research Instructional Project had two major procedural components. The first involved project planning and staff orientation. The second was concerned with the operational activities.

A major planning activity involved the precise identification of pupil populations to serve as target groups for the study.

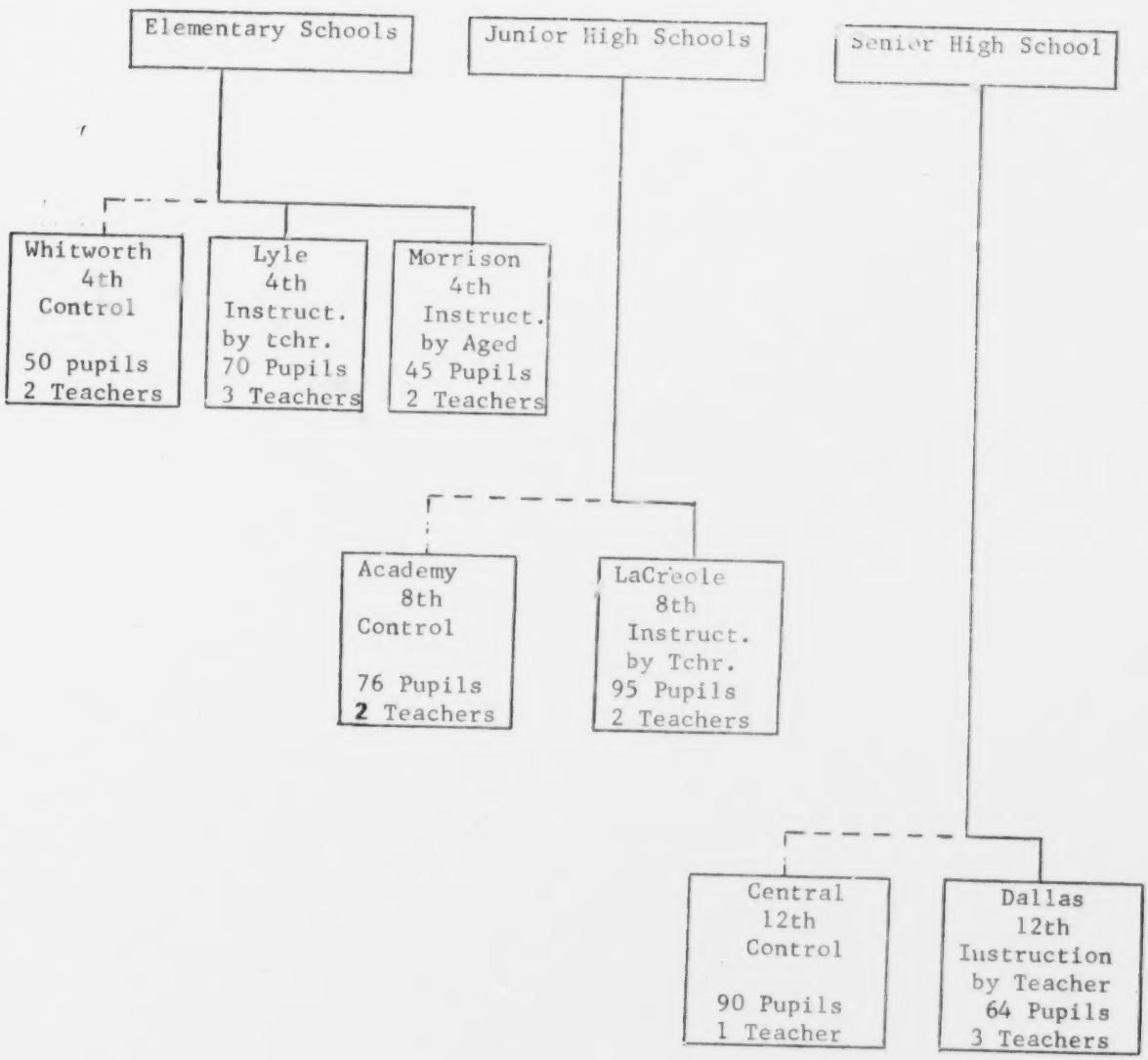
The project school district has three principal elementary school attendance centers, two junior high schools, and one high school. To accommodate the study of age groups which would be representative of all students in the elementary and secondary schools it was decided that four year intervals would be appropriate. Therefore, fourth, eighth, and twelfth grades were selected. At the elementary (fourth grade) level, it was agreed that some differentiating of instruction might provide data on the effectiveness of different approaches. (Basic differentiation consisted of introducing the older citizens into the classroom at one site and following a basic learning approach at one site.) Two schools, Morrison and Lyle, were selected as the target schools with the third, Whitworth, serving as the control school for the fourth grade level project study. LaCreole Junior High School was selected as the target school for eighth grade study and Academy Junior High School served as the control unit. Since only one high school was available within the district, a decision was made to seek the cooperation of a comparable high school in an adjoining district to serve as the control unit for the twelfth grade study. Dallas High School, then, served as the target school with Central High School of the Central (Monmouth-Independence) School District being the control unit.

All fourth grade classrooms in each target school were involved in the study. At the secondary level, it was decided to utilize class sections from a required subject area to permit more extensive involvement of students at the greatest economy of teacher time. At both LaCreole Junior High School and Dallas High School, social studies classes are required at the involved grade levels. Selection of the social studies classes also seemed logical from the standpoint of natural content interest in a study of this nature.

From this identification process, the individual teachers who would be involved in the study were selected on a tentative basis. Commitment to the study purpose and value was obtained from each of the teachers after fully explaining the project proposal. The initial reaction of several teachers was one of tempered negativism. The project was considered another intrusion into their already cluttered instructional program. Several expressed real reservations about the value of a study of aging.

Figure one (Operational Design) is a simple diagram which shows the school, grade level, and kind of involvement in the project.

Figure 1
OPERATIONAL DESIGN



Staff orientation was the next major concern. It was immediately apparent that teachers, as other middle aged citizens, have extremely limited knowledge concerning the aging process or problems encountered by older people. A variety of stereotypes of the aged, based on limited personal contacts, were held by the teachers. Not only was this knowledge base extremely narrow, but also, a real awareness of or feeling for the complexities of aging was not apparent.

In an attempt to establish an adequate base of understanding and knowledge concerning aging, a two day workshop was organized. See Appendix A for the workshop agenda. This training activity was conducted under the direction of Mr. Marvin Janzen, Acting Director, the Center for Gerontology, University of Oregon. The sessions were held at a remote site to encourage complete concentration on the single topic without the distraction of normal home or job responsibilities. The accomplishment of training objectives and the development of genuine enthusiasm among the teachers were ample justification for the workshop plan.

The agenda for the two day workshop was heavily scheduled with a variety of activities. The first activity was the administration of an attitude survey, "Opinions About People" to the project staff as a pre-test for the workshop. The instrument, developed by the Ontario, Canada Welfare Council, Section on Aging, is designed to determine attitudes toward aging. The project proposal was thoroughly reviewed to establish a basis for workshop study. A presentation by Mrs. Fran Page, Center for Gerontology, University of Oregon, provided a general background in gerontology. Four retired people representing differing segments of the older population were assembled as a panel to discuss aging, realities of retirement, and to relate personal experiences associated with these issues. The complete candor of these panelists made a real impact on the staff. An evening session based on the film "To Live Till You Die" gave staff members an opportunity to discuss the build-up of concerns that had occurred during the day long session.

During the second day of the workshop, Mr. Marvin Janzen presented factual material relating to the aging population. This information helped establish a framework or reference to the real dimension of the national impact of this group. A discussion of the problems of aging as identified by the White House Conference on Aging was of great assistance as an introduction to the instructional program development task. A block of time was used by the teachers to meet as grade level teams to establish program goals, develop concepts for the instructional tasks, and sketch out a sequence of activities. In the very brief time period, only a thread of program could be organized. This did, however, provide a basis upon which the individual teachers could build common instructional units.

The film, "Springtime of Autumn," which is a new release produced by the University of Oregon Center for Gerontology concerning the foster grandparents program at the Oregon State Hospital for handicapped children, was used as an inspirational wrap-up for the workshop. A post-test of project staff concluded the orientation session.

An important activity in implementing classroom instruction was the development of the outlined concepts into organized units. The approach agreed upon by the teaching staff was dubbed the mini-lesson. The mini-lesson was defined for project purposes as being a single concept lesson presented in a fifty to fifty-five minute class period scheduled one day a week. This approach was utilized for two practical reasons. First, it permitted instructional intervention relating to problems of aging into the regular studies without extensively restructuring the planned program. And, it permitted the study to be conducted over a longer period of time which was deemed desirable in effecting attitudinal change. A side benefit, accruing to this project through this approach, was the natural linkage of the gerontology information and ideas to other class studies.

The design and application of the mini-lessons occurred at the individual building level. The involved teachers within a building generally teamed to prepare the lessons. At the high school, the social studies team followed the pattern of large group presentations and small group discussions which is the usual mode of instruction. The classes at the other buildings were, to a large extent, self-contained classroom groups with a high degree of cooperative planning.

The center for Gerontology, University of Oregon, was most generous in providing source material for lesson development. Other materials were provided by the Administration on Aging, Seattle, and by the Senior Opportunities and Services Section, Marion-Polk-Yamhill Community Action Program.

Appendix B summarizes the schedule of activities involved in the project.

During the week of February 7, all students completed the Opinions About People survey instrument. This attitude toward aging survey served as both the pre and post test for the study. At the fourth grade level, teachers developed a vocabulary list for developing an understanding of unfamiliar terminology or phraseology encountered in the instrument.

Generally, ten mini-lessons were conducted during the two and one-half months from February 21 to May 5 in the four target schools.

The Morrison Elementary School group, in addition to the mini-lessons, was given substantially greater exposure to aging through the involvement of older people in the classroom setting. The older people were selected from a resource list prepared by Mrs. Nada Hassler, Director of the Dallas Senior Center. They were involved as teachers in specific skill activities and as guest presentors in special interest areas such as local history. The Morrison children also visited a local Senior Citizens Retirement Center.

The Lyle Elementary School group were exposed to the mini-lessons supported only with films relating to aging.

The LaCreole Junior High School group, in addition to the mini-lessons and films, was in contact with older citizens in three settings. The students were guests at a meeting of the local chapter of the American Association of Retired People. Older resource presentors were used in the classroom setting to bring their experiences to the students. Students conducted interviews with older citizens relating classroom learning topics to real people.

Dallas High School students followed the mini-lesson process without real involvement with older people. One basic deviation in their studies was a presentation on Death and Dying by Mr. Marvin Janzen. This particular presentation disturbed or upset the students to a considerable degree at the time. It was a thought provoking program that opened up a topic that is too often avoided entirely or, at best, approached obliquely.

At the conclusion of the mini-lesson presentations, students were tested again with the "Opinions About People" survey. In addition, they were asked to react in writing about the value of this kind of study.

A one-day project staff meeting was held on May 17, 1972 after all project activities had been completed. Two major topics were on the agenda. The first was to review the mini-lesson units used and the second was to discuss staff reaction concerning the value of the study.

The Gerontology Research Instructional Program followed the proposed plan in most respects. As indicated before, the shortened time period adversely affected instructional planning. Although each member of the instructional staff expressed the feeling that more effective mini-lessons could have been developed, the high interest and active participation of students in the lessons provides a general feeling of adequacy.

CHAPTER III. RESULTS

The Gerontology Research Instructional Project sought to answer several questions concerning the attitudes of elementary and secondary school students toward aging and the problems of aging. First, what were the attitudes held by these young people at the beginning of the study? Second, could attitudes be shifted in a positive direction as a result of planned instruction? Third, at which age/grade level would such instruction be most effective?

"Opinions About People" Instrument

The instrument used for collecting the required information from all parricipating students in the project pre-test and post-test was the "Opinions About People" survey. This study instrument was developed by the Ontario Welfare Council, Section on Aging, Toronto, Ontario, Canada, for the specific purpose of determining attitudes toward aging. See Appendix C for a reproduction of the form.

The "Opinions About People" Schedule consists of 32 statements; the first three serve as a warm-up to the following 29 which reveal the Respondent's attitudes toward aging and the aged. The statistical procedure, factor analysis, identified ten attitude dimensions, but three are considered to have little relevance for educational purposes.

Attitude Dimensions Identified by the Instrument

The instrument Form A identifies seven attitude dimensions which are interpretable and meaningful in an educational or training context.

1. REALISTIC TOUGHNESS (verging on cynicism) toward aging, (increases with age).
2. DENIAL of the effects of aging.
3. ANXIETY about aging.
4. SOCIAL DISTANCE to (or self contempt of) the old.
5. FAMILY RESPONSIBILITY toward aged parents and relatives.
6. PUBLIC RESPONSIBILITY for the rights and well-being of the aged VERSUS UNCONCERN for the aged as a group.
7. UNFAVORABLE STEREOTYPE of the old (as inferior) VERSUS ACCEPTANCE of the old as equals.

Background to Scoring

The Respondent signifies agreement or disagreement with the statements by circling a number on the Answer Sheet; low numbers for agreement, high numbers for disagreement. All of the 29 statements (or items) share in uncovering his feelings on each of the seven attitude dimensions; his responses to all 29 items should be included in the computation of his score for each attitude dimension.

The factor analysis indicated that certain of the 29 items are more important in revealing the Respondent's feelings on a particular attitude dimension than are others, and carry higher weights. Some of the items also have a negative function and should be subtracted rather than added when computing the total score for the attitude dimension.

In order to simplify the scoring system, the number of items to be scored for each attitude dimension was reduced, and negatives eliminated, by the application of mathematical procedures. This was accomplished with little loss in accuracy (correlations for the seven attitude dimensions range from .92 to .96 between the scores obtained by the shortened form presented here and the 29 item form).

Interpretation of Attitude Dimension Scores

For each attitude dimension there is an "attitude scale" i.e. a possible range of scores. An intermediary position on each scale may be fixed - it is that score which denotes uncertainty.

Each of the seven attitude dimensions has its own scoring scheme, with weights assigned to particular items. Because of this, the range of scores is different for each attitude dimension; and a score on one attitude dimension cannot and should not be compared with a score on another dimension.

To interpret any attitude dimension score it must be considered in terms of its position in the appropriate attitude scale.

For all seven attitude dimensions, the LOWER the score, the MORE so, that is, the STRONGER the feeling.

Attitude Dimension	Attitude Scale	Intermediary Position
1. REALISTIC TOUGHNESS (verging on cynicism) toward aging.	16 - 144	80
2. DENIAL of the effects of aging.	3 - 27	15
3. ANXIETY about aging.	13 - 117	65
4. SOCIAL DISTANCE to (or self contempt of) the old.	19 - 171	95
5. FAMILY RESPONSIBILITY toward aged parents and relatives.	22 - 198	110
6. PUBLIC RESPONSIBILITY for the rights and well-being of the aged VERSUS UNCONCERN for the aged as a group.	17 - 153	85
7. UNFAVORABLE STEREOTYPE of the old (as inferior) VERSUS ACCEPTANCE of the old as equals.	9 - 881	45

Figure 2
OPINIONS ABOUT PEOPLE

POSITIVE ATTITUDE CHANGE AND Instructional Materials used in Teaching

	TEST GROUP					
POSITIVE ATTITUDE CHANGE	TOTAL	LYLE	MORRISON	LA CREOLE (1)	LA CREOLE (2)	DALLAS
TOTAL	21	5	7	3	3	3
ATTITUDE #1 Realistic Toughness	3	X	X		X	
ATTITUDE #2 Denial	2		X		X	
ATTITUDE #3 Anxiety	4	X	X	X		X
ATTITUDE #4 Social Distance	2	X	X			
ATTITUDE #5 Family Responsibility	4	X	X	X	X	
ATTITUDE #6 Public Responsibility	3		X	X		X
ATTITUDE #7 Stereotype vs. Acceptance	3	X	X			X
INSTRUCTIONAL MATERIALS	GROUPS RECEIVING					
TOTAL	17	3	4	4	4	2
Vocabulary list developed by teachers	2	X	X			
Mini-lessons (1 class period 1 day a week)	5	X	X	X	X	X
Involvement of older people in classroom	3		X	X	X	
Visit to local Senior Citizen Retirement Center	1		X			
Movie films related to aging	5	X	X	X	X	X
Guests at meeting of American Assoc. of Retired People	2			X	X	
"Death & Dying" Presentation	1					X

Aug., 1972
drb

The "Opinions About People" schedules were scored and the data analysis was handled by the Research Section, Administration on Aging, Region X, Seattle, Washington under the direction of Mrs. Doris Bradley.

Results of the data analysis are displayed in Figure 2 for the test groups.

Morrison Elementary School fourth grade students made positive attitude changes in each of the seven areas considered by the schedule. The instructional factors which may have influenced the students were the extensive use of older citizens in the classroom and the field experience in visiting older citizens in a retirement center. The older people, in the classroom setting, were contributors to learning. They either provided skills for specific learning activities or they utilized their vast reservoirs of experience in relating incidents of personal history to the classroom instructional program.

Lyle Elementary School fourth grade students made positive attitude changes in five of the seven areas considered. A factor which was considered significant in the study at both Morrison and Lyle was the vocabulary list developed by the classroom teachers. This list helped the young students interpret the unique words and phrases found in the "Opinions About People" schedule.

LaCreole Junior High School eighth grade students, subjected to nearly identical learning experiences, made positive attitude changes in three of the attitude areas considered. However, the two class groups made a positive attitude change in only one common area. Differing points of emphasis or personal interests by the two participating teachers may account for the differing changes.

Dallas Senior High School twelfth grade students made positive attitude changes in three of the areas covered by the schedule. A presentation on Death and Dying made to this group of students by the Center for Gerontology staff, University of Oregon, near the end of the study may have had a negative impact on the post-test. The teachers involved with this group expressed the opinion that the presentation could be a valuable part of a study on aging but the unsettling nature of the topic coming as near the time of the post-test as it did could have effected the responses.

Further analysis of the data indicated that fourth grade students have significantly greater negative attitudes toward older people than do either eighth grade or twelfth grade students. Two assumptions could be co idered as a basis for additional study as a result of this finding. First, younger students more closely reflect the observed attitudes of their parents toward older people. Second, younger students in our present society have been isolated from older people and, therefore, have little or no basis upon which to build positive attitudes.

Subjective Student Responses

In addition to the attitude instrument, students were requested to react to the study of older people. At each of the grade levels, students expressed their feelings, in written form, to the desirability of such a study and, more generally, their concerns toward aging.

Fourth grade students expressed great interest in the study of aging and appeared to have developed an understanding of the problems faced by older people. In every written comment, the fourth grade students expressed an awareness of at least some of the problems of aging.

In the eighth grade classes, students responded very thoughtfully to the questions which follow: "Do you think we should study old people?" "What type of activities could or should be used?" "What is your general impression about having to study old people this year?" Again, in every response, students expressed a positive interest in the study. They expressed an interest in the films which were shown. They felt a need for greater personal involvement with older people through visits to their homes or meetings or by inviting them into the classroom for discussions.

The students in the twelfth grade were divided in their opinions concerning the value of a study of aging. Most of these young people, 35 of 54 respondents, felt that such a study was important. The remaining students expressed concern, bordering on fear, for their personal aging.

Another significant aspect of the study which emerged from the twelfth grade group was the effect of the teacher's attitude toward aging on the students. All the students were presented the same information and experienced the same activities in a large group setting. Discussions were conducted in small groups of from fifteen to twenty-one students under the direction of three teachers. Teacher 'A' displayed a favorable attitude on the survey instrument and the students in his small group indicated by an overwhelming 13 - 2 margin a favorable response to the study. Teacher 'B' displayed a neutral attitude on the survey instrument and the students in his group were slightly favorable by a 13 - 8 margin in their attitudes toward the value of the study. Teacher 'C' displayed a significantly negative attitude toward aging on the survey instrument and the students in his small group divided evenly, 9 - 9, in their attitudes toward the study. This impact indicator, of course, would require much additional study but, in future studies, should be considered.

CHAPTER IV. CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The Gerontology Research Instructional Program - GRIP was successful in attaining the objectives set forth in the project application.

It can be stated with some confidence that most students in elementary and secondary schools lack basic knowledge of the aging process and the problems or conditions encountered by older Americans.

Most students in elementary schools appear to have a more negative initial attitude toward older people than do the secondary school students. This particular finding was not expected by the field investigator. However, it appears that isolation of the very young from the older people tends to develop stereotypes based on adult statements overheard by them regularly.

Students at all levels of the study were interested in the topic of aging. Fourth graders made greater gains in knowledge and positive concepts of aging. It can be stated that significant gains in knowledge and attitudes toward aging can be made in elementary and secondary school classrooms as a result of planned instructional activity.

Among the important concepts which need to be introduced in a study unit on aging are the following developed by E. J. Niederfrank, Rural Sociologist for the U. S. Department of Agriculture:

10 Basic Concepts of Aging

1. Aging is universal.
2. Aging is normal.
3. Aging is variable. The way in which each person ages is unique.
4. Dying is normal and inevitable.
5. Aging and illness are not necessarily coincidental.
6. Older people represent three generations. It is necessary to recognize that the characteristics of the younger-older groups may be different from the middle-older and/or the older-older groups.
7. Older people can and do learn.
8. Older people can and do change.

9. Older people want to remain self-directing.

10. Older people are vital human beings.

Dr. Chisato Kawabori, Aging Specialist, Region X, Social and Rehabilitation Service, developed several curriculum concepts with a positive orientation to be taught in this project. They include:

A. Older people are healthy.

B. Older people are happy.

C. Older people are intelligent.

D. Older people are independent.

E. Older people are part of the family.

F. Older people are part of the community.

G. We can help older people.

The 1971 National White House Conference on Aging was concerned with the following needs areas for the elderly: education; employment and retirement; physical and mental health; housing; income; nutrition; retirement roles and activities; spiritual well-being; and transportation.

In attempting to present these concepts to the students in the three age/grade levels, project teachers were required to develop a variety of teaching-learning activities which would be appropriate at the level of usage. Presentation of information, discussion through directed and undirected questioning strategies, extensive use of sound films relating to specific problems as an interpretive procedure, and interaction with older people in several settings were some of the activities implemented in the study.

Data interpretation suggests that such planned instructional activity can make a positive change in the attitudes of students at each of the age/grade levels involved in the study.

An objective of the study was to determine the best-fit placement of a study unit on aging. It was determined, however, that significant value would be gained by including study units at each of the levels involved in the project. With the high interest and enthusiasm displayed by the students in a study on aging, it appears to be one of the real unmet learning needs of our students. Increased involvement, on a planned basis, of older people serving in the classroom in a variety of roles would have benefitted the study according to staff reactions.

At the elementary school level, teachers indicate that informal discussion sessions built around specific questions produced a good level of interest and student participation. The teachers also felt that a mini-lesson a week over an extended time period seemed to be advantageous. This procedure permitted the development of reinforcement activities in other areas of the curriculum. For instance, the use of a resource person in art, music, or social studies gave students an opportunity to interact in a positive way.

The president of the local unit of the American Association of Retired People was responsible for developing an extensive list of older resource people. They are capable of providing programs or assisting in meaningful ways in the classroom.

A basic need encountered in providing planned gerontology instruction in elementary and secondary schools is in the preparation of teachers to competently handle this kind of material. In general, teachers have had little or no training in this field. Teacher feelings and prejudice have a significant effect on the development of student attitudes.

Recommendations

As a result of the experiences gained through the Gerontology Research Instructional Program - GRIP, a series of recommendations are presented for consideration by interested persons.

1. Similar studies or more comprehensive studies should be commissioned to verify or validate the conclusions arrived at in this study. The modest investment in this project did not permit the development of adequate planning, programming, monitoring, or evaluation. Although the findings appear to reflect what actually happened, further study is warranted.

2. State departments of education should consider the importance of studies on the aging process and problems relating thereto. This is, in all probability, the most important social problem to be faced by every person and yet it is the least studied in the common schools of this country. The study undertaken in this project indicates great ignorance of the subject by students of all ages and teachers generally. Consideration of the topic in health or social studies classes is recommended. Experiences need to be presented at several levels in the 1 - 12 grade continuum, differing chiefly in complexity or sophistication.

3. Basic training units need to be developed for all teachers. In time, as the importance of the subject is fully recognized, a course in gerontology should be added to the teacher preparation requirements.

4. Improved attitude scales relating to aging need to be developed for specific use in elementary and secondary school student evaluation.

5. Schools should take the initiative in recruiting and using older people in the classrooms. Many of these older people have unique talents which can and should be used in our educational system. They should be retained either on a paid basis or as volunteers.

6. Appropriate instructional units need to be developed, either by public support or privately for profit. Materials in this field are extremely limited in availability and are not generally useful at the elementary or secondary school level.

The conclusions and recommendations contained in this report cannot be considered total or, indeed, comprehensive. Rather, these findings only suggest a greater need for further investigation. If children are, as reported herein, ignorant of the aging process and problems of aging, then a real need does exist for developing instruction in gerontology. If, as we conclude, attitudes toward older people are relatively negative and significant, positive attitudinal changes can be made through study; then planned study needs to be developed. If older people can function as classroom resource people or as teacher aides and through such functioning provide a new and positive interaction between young and old, then the schools should seek ways of implementing this kind of activity.

If aging, the process and the problem, is a significant factor in the lives of all people, then the schools have failed to meet a critical educational need.

Appendix A

SCHOOL DISTRICT NO. 2
Dallas, Oregon
January 7, 1972

GERONTOLOGY RESEARCH INSTRUCTIONAL PROJECT - GRIP

Workshop on Issues and Problems of Aging
Saturday and Sunday, January 15 and 16, 1972

Tentative Agenda

Saturday, January 15

8:00 a.m.	Arrive and register
9:00 a.m.	Informal conversation
9:30 a.m.	Project Purpose and Workshop Goals - Ray Speulda
10:00 a.m.	Administer "Opinions About People" instrument
10:30 a.m.	Psychology of Aging - Mrs. Fran Page, Center for Gerontology, U. of O.
11:30 a.m.	Discussion
12:00 noon	Lunch
1:30 p.m.	Problems of Aging - Panel of Retired People
3:00 p.m.	Discussion with Panel Members
3:30 p.m.	Research Design - Sidney Justice, Administration on Aging, Seattle
4:00 p.m.	Adjourn afternoon session
5:30 p.m.	Dinner
7:30 p.m.	"To Live Till You Die" Film
	Group Discussion
9:00 p.m.	Adjourn

Sunday, January 16

7:30 a.m.	Breakfast
9:00 a.m.	Review first day activities - Marvin Janzen
9:15 a.m.	Background on Gerontology - Marvin Janzen
10:00 a.m.	Break
10:20 a.m.	Small Groups organize with consultants outline instructional concepts identify resources
12:00 noon	Lunch
1:30 p.m.	Continue small group work
2:30 p.m.	"Springtime of Autumn" Film
3:00 p.m.	Administer "Opinions About People" Instrument
3:30 p.m.	Adjourn

Appendix B

SCHEDULE OF ACTIVITIES

Teacher Orientation - January 15 & 16, 1972

Pre-Test All Schools - February 7-11, 1972

Mini-Lesson Presentations	Feb. (21-25)
	Feb. (28-3)
1 class during week	Mar. (6-10)
	Mar. (13-17)
	Mar. (27-31)
Teacher ½ day workshop -	April 1, 1972
Mini-Lessons continued	April (3-7)
	April (10-14)
	April (17-21)
	April (24-28)
	May (1-5)

Post-Test All Schools - May 8-12, 1972

Teacher Evaluation Session - May 17, 1972

APPENDIX C

"OPINIONS ABOUT PEOPLE" FORM A

SCHEDULE - ANSWER SHEET

OPINIONS ABOUT PEOPLE

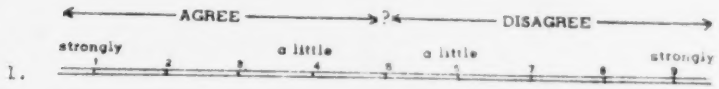
FORM A

Schedule..Answer Sheet

How To Answer The Schedule, OPINIONS ABOUT PEOPLE

The statements you are going to read are opinions. Anyone could agree with some of them, and object to some of the others. The question is which are the opinions with which you agree or disagree, as the case may be.

Please indicate your own judgment about each idea expressed by circling some number between 1 and 9 on the Answer Sheet. The low numbers 1, 2, 3 and 4 mean some degree of agreement, and the high numbers 6, 7, 8 and 9 mean some degree of disagreement. Five then means that you have no opinion one way or another. In other words you "measure" your opinion like the temperature on a gauge that looks like this:



A bit confusing? Perhaps a few examples will help:

"Life is a bowl of cherries"
You think that would be nice, but it just is not quite true. So you may want to circle "6".

"Men are taller than women"
If you think that this is quite true you would indicate it by circling perhaps "2".

"The man of 2500 will be much happier than man at the present time"
If you feel you have no way of answering that one, you will have to circle "5". We think however that you will not have to use the fence-sitting "5" too often.

Remember please: One, and only one number between 1 and 9 should be circled on the Answer Sheet for each sentence in the Schedule. Do not stop to think too long about the statements. All that is wanted is your first reaction.

ONTARIO DEPARTMENT OF SOCIAL & FAMILY SERVICES,
OFFICE ON AGING -- HOMES FOR THE AGED BRANCH,
QUEEN'S PARK, TORONTO 182, ONTARIO,
IN CO-OPERATION WITH
ONTARIO WELFARE COUNCIL --SECTION ON AGING.

OPINIONS ABOUT PEOPLE, FORM A
SCHEDULE

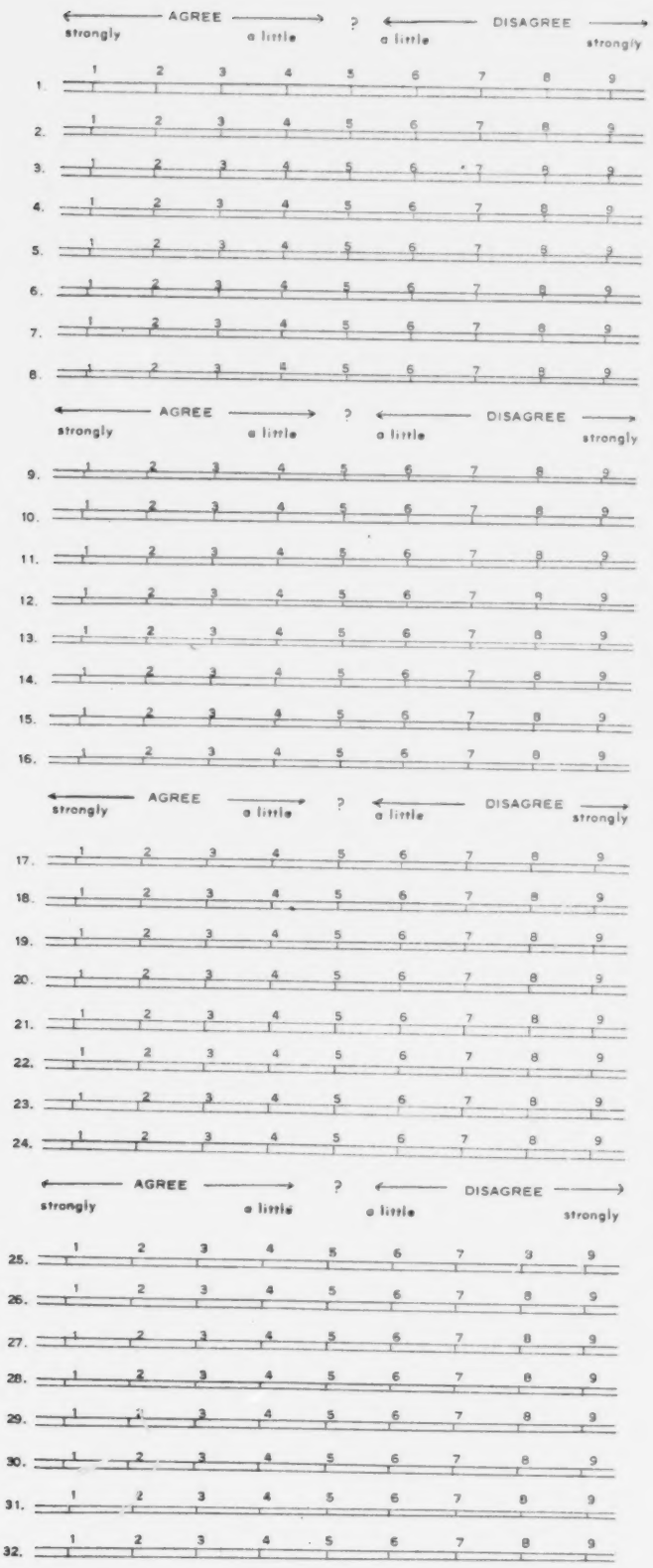
1. Some people stay young at heart no matter how long they live.
2. Things are getting better for most people these days.
3. You have to be old yourself to enjoy the stories old people like to tell.
4. Residences for retired persons should always work out their programs and routines with the old people concerned.
5. The best neighbourhoods are those where young families intermingle with retired people.
6. You can't expect other people to take care of you when you no longer can take care of yourself.
7. No one who is retired and over 70 should be allowed to drive a car.
8. The older people get, the more they think only of themselves.

9. You're further ahead if you always assume that everybody is out for Number one.
10. Most times I feel relaxed in the company of elderly people.
11. Old age is O.K. for those who are financially independent.
12. There is no point in talking about personal matters with people who are much older or much younger than yourself.
13. You can't cope with things the way you used to if you live to be a ripe old age.
14. Retired people are happiest in the company of people who are their own age.
15. Anyone could keep young if he only tried.
16. People in high offices aren't really interested in the troubles of the average person.

17. You're likely to get bogged down if you let elderly people help you with your projects.
18. No matter what the community can do it is up to the children to see that their aging parents have every comfort.
19. I cannot help feeling depressed at the thought of getting old.
20. You can't expect old people to exert themselves.
21. On the whole, people's chances in life are getting worse and not better.
22. When you retire you realize that the best years of life are yet to come.
23. You'll never get old if you don't let yourself go.
24. It is rather sad to be still alive after all your friends are gone.

25. Old age pensioners have a right to be taken care of in a dignified way even if younger people must contribute their taxes to make this possible.
26. By and large, young people don't care about anyone but themselves.
27. The future is so uncertain that there is little point in thinking or planning ahead.
28. People who spend all they make cannot expect much when they are no longer earning a living.
29. All community organizations should have some older persons on their boards.
30. It must be quite a shock to look in the mirror and find that you are showing signs of aging.
31. One shouldn't try to involve elderly people in things; all they really want is some peace and comfort.
32. Relatives who were close to the parents in former years rightly expect the children to care about their well being if they live a very long life.

OPINIONS ABOUT PEOPLE, FORM A
ANSWER SHEET



(OVER)

SCORING

ATTITUDE 1

Item #	Raw Score	X	Weight	=	Weighted Score
6			3		
11			3		
12			2		
13			3		
14			2		
28			3		
			Total		

ATTITUDE 2

Item #	Raw Score	X	Weight	=	Weighted Score
15			1		
22			1		
23			1		
			Total		

ATTITUDE 3

Item #	Raw Score	X	Weight	=	Weighted Score
19			4		
24			3		
27			2		
30			4		
			Total		

ATTITUDE 4

Item #	Raw Score	X	Weight	=	Weighted Score
8			5		
12			2		
13			2		
14			2		
17			4		
30			2		
31			2		
			Total		

ATTITUDE 5

Item #	Raw Score	X	Weight	=	Weighted Score
10			4		
18			7		
20			4		
32			7		
			Total		

ATTITUDE 6

Item #	Raw Score	X	Weight	=	Weighted Score
6			1		
14			1		
17			1		
21			1		
25			8		
29			5		
			Total		

ATTITUDE 7

Item #	Raw Score	X	Weight	=	Weighted Score
7			4		
14			2		
20			2		
29			1		
			Total		

ABOUT YOURSELF

We would like a few facts about yourself. This information is for statistical analysis only. Please check whichever description applies to you and fill in requested information.

SEX
1. Male _____
2. Female _____

AGE

_____(years)

MARITAL STATUS
1. Single _____
2. Married _____
3. Widowed _____
4. Divorced _____
5. Separated _____

37 EDUCATION
(Please check highest level completed.)
1. Elementary _____
2. Some High School _____
3. Completed High School _____
4. Some University _____
5. Degree (s) _____

38-39 OCCUPATION
(Type of work you do)

_____

40 EMPLOYMENT STATUS
(Please check whichever applies to you - one or more.)
1. Working full-time _____
2. Working part-time _____
3. Not working _____
41 4. Housewife _____
5. Student _____
6. Retired _____
7. Employee _____
8. Employer/self employed _____

42-43 COUNTRY OF BIRTH

_____

44-45 If other than Canada, what was your age when entering Canada?

_____(years)

46-47 What is your native language, the language spoken in your family when you were a child?

_____

48 PARENTS
1. Both alive _____
2. Father only alive _____
3. Mother only alive _____
4. Both deceased _____

49 How often do you see your mother or father or both? (Answer only if at least one parent is alive and you are not living with parent(s).)
1. Once a week or more often _____
2. 1-4 times a month _____
3. Less than once a month _____

FRIENDS
Please think of the people you make a point of seeing regularly and that you consider your friends. Write down the number of these friends who are in each of these age groups:

50-51 Under 15 _____
52-53 15-24 _____
54-55 25-44 _____
56-57 45-64 _____
58-59 65-84 _____
60-61 85 and over _____

By and large, would you say that your favourite people (excepting family) are: (Check one or more.)
62 About your own age _____
63 Much younger _____
64 Much older _____
65 65 years and over _____

66 Do you live on a farm or in a small community (under 1000 persons)?
1. Yes _____
2. No _____

67 Did you grow up on a farm or in a small community (under 1000 persons)?
1. Yes _____
2. No _____

68 RESIDENCE

_____
(City or Town or Village)

_____
(Province)

NAME

_____
(Or complete initials)

Appendix D

Mini-Lesson Outlines

D-1 Elementary Grade Four Mini-Lessons Outline

D-2 Junior High School Grade Eight Mini-Lessons Outline

D-3 Senior High School Grade Twelve Study Unit

Appendix D-1

GERONTOLOGY RESEARCH INSTRUCTIONAL PROGRAM

CURRICULUM GUIDE

Prepared by the Participating Staff
at Lyle and Morrison Elementary Schools

ELEMENTARY SCHOOL LEVEL

Elementary School - 4th Grade Level

OBJECTIVES	LEARNING ACTIVITIES
I. To learn the terminology used on opinion survey	Vocabulary list to be completed and discussed - words picked from Instrument
II. Administer Opinion Survey	Questions on survey
III. To find out if pupils have stereotypes of the elderly and what constitutes "aged."	Free discussion of one's personal opinion to share with others - with teacher direction with leading questions.
IV. To find out students' knowledge of problems old people have or may face.	Same as above.
V. To find out students' positive and negative feelings toward the aged.	Same
VI. To find out students' knowledge of what old people can do.	Same

RESOURCES	PUPIL EVALUATION
Test (Opinion Survey)	Discussion and oral quizzing
"Directions for Administering" by Ray Speulda	Attitude scores
1. Taped discussions 2. Leading questions by teacher to encourage each pupil to participate 3. Panel of elderly persons at inservice (the opinions expressed) 4. Kawabori's "Curriculum Development for Gerontology Educational Study" 5. "Youth Looks at Aging"	Mutual agreement to respect others' opinions

Elementary School - 4th Grade Level

OBJECTIVES	LEARNING ACTIVITIES
VII. The student will learn common characteristics of the elderly.	Informal lecture by teacher based on 10 Basic Concepts of Aging Relating surveyed facts from Janzen's data.
VIII. To show the predetermined films and to discuss concepts.	Small group discussions and personal opinions received from viewing the films. 1. Contrasting life styles and roles of the elderly in Sweden and Italy. 2. Foster grandparent plan. What old people can do. 3. 3 different modes of retirement allowing students to form own opinions. 4. Problems of changing technology and problems of the elderly's burden on a family. 5. The elderly's tendency to retire from an active and productive life.

RESOURCES	PUPIL EVALUATION
1. "Common Characteristics of the Elderly in America" by Marvin Janzen. 2. Newspaper clipping 3. "10 Basic Concepts of Aging" by E. J. Niederfrank, U. S. Department of Agriculture. 4. Taped discussion	Class discussion to review concepts learned.
1. To Live Till You Die 2. Springtime of Autumn 3. Golden Age 4. Where Mrs. Whally Lives 5. Retire to Life	Informal discussions relating to each film held immediately after each showing in either large or small groups.

Elementary School - 4th Grade Level

OBJECTIVES	LEARNING ACTIVITIES
IX. To allow students to express their feelings about the elderly after having some background information.	Write a short paragraph sharing personal opinions and ideas.
X. To administer final opinion survey.	Questions on survey

RESOURCES	PUPIL EVALUATION
OBJECTIVES 1 - 8 of lesson plans	The pupils will be able to express in writing their opin opinions of the aged.
"Directions for Administering"	Attitude scores

Appendix D-2

GERONTOLOGY RESEARCH INSTRUCTIONAL PROGRAM

CURRICULUM GUIDE

Prepared by

Kenneth J. Brown and Ruben W. Schellenberg
Eighth Grade Core Teachers
LaCreole Junior High School
Dallas, Oregon

JUNIOR HIGH SCHOOL LEVEL

Junior High School - 8th Grade Level

OBJECTIVES	LEARNING ACTIVITIES
1. Students to express their views on aging	Class discussion of aging and what views youth have toward aging.
2. To have students become aware of characteristics of the aged.	Class presentation of facts and Discussion Characteristics of the old: 1. Population 2. Sex Ratios 3. Marital Status 4. Population trends 5. Group and Individual Differences 6. Where they live 7. Health Situation 8. ~~Financial Condition~~
3. To show role of older people in society, and the importance that society has placed upon that person.	Film and Discussion 1. Role of old in Sweden a[illegible] the attempts by that government to improve their lot. 2. Role of old in Italian society. 3. Discussion after film dealt with the importance of old people in American society.
4. To have students become aware of a particular program with which the aged are involved. To present to the student the concept that old people can be and are useful.	Film Written exercise expressing their reaction 1. To show the involvement of the aged in a particular program - "Foster Grandparents" at Fairview Home. 2. How a Senior Citizen was made to feel useful.

RESOURCES	PUPIL EVALUATION
10 Basic Concepts of Aging by E. J. Niederfrank, Gerontology Workshop	Pupils did have stereotypes of old people. They were eager to express their views.
Common Characteristics of the Elderly in America, Janzen, 1972 "Youth Looks at Aging," Lee Jacobs	Unaware of many aspects of the aged. They asked many questions and also related the material to their own experiences. They showed concern about problems that existed.
Film: "To Live Till You Die" "1971 Summer Institute of Advanced Study in Gerontology"	Felt like America should do more for its old people, such as providing activity centers. They felt the responsibility rested with the public.
Film: "Springtime in Autumn"	They felt that it was a very worthwhile program for the aged and the patients. They felt it was an excellent way to avoid loneliness and boredom.

OBJECTIVES	LEARNING ACTIVITIES
5. Make students aware of how different people view and plan for retirement	Film and discussion Three views of retirement and the adjustments that were and were not made by the three individuals. Discussion centered around plans people can and should make toward retirement.
6. Make students aware of the mental stress that often comes with retirement. Make students aware that retirement is a two-way street (give and take)	Film and discussion Man retires and feels that he is not wanted
7. To make the students aware of the different views between the aged groups.	Film: "Discussion" Conflict between age groups Different views expressed on the same subject.
8. To provide the students with an opportunity to express their own ideas concerning the aged.	Written assignments Paragraph- their ideas-concepts about old people Paragraph- one of the greatest problems the old must face Evaluation of the study of Gerontology
9. Present the students with an opportunity to become personally involved with an older person	Interview older people on their own time using a prepared interview form.

RESOURCES	PUPIL EVALUATION
Film: The Golden Age	They saw little need to be concerned about retirement problems at their age.
Film: Retire to Life	Pupils had no or little reactions, few felt that retired people could contribute to society.
Film: Where Mrs. Whally Lives	They thought the son was very rude to his mother. That we should respect the "sentimental" view the aged have attached to personal items.
The stu	
Retired people	

OBJECTIVES	LEARNING ACTIVITIES
10. To follow up on student interest	Discussions Various topics that were related to other materials presented in class. These were discussed because of student interest.

RESOURCES	PUPIL EVALUATION
Related materials from English and Social Studies units	Students expressed great deal of interest in areas they were concerned about.

Appendix D-3

GERONTOLOGY RESEARCH INSTRUCTIONAL PROGRAM

CURRICULUM GUIDE

Prepared by

Steven Betschart
Social Studies Teacher
Dallas High School
Dallas, Oregon

SENIOR HIGH SCHOOL LEVEL

GERONTOLOGY RESEARCH INSTRUCTIONAL PROGRAM
CURRICULUM GUIDE

Senior High School

PURPOSE AND PHILOSOPHY

Not too long ago I was driving in my car in a local residential district and happened to pull up behind a rather elderly gentleman who apparently visualized the speed limit at a somewhat slower pace than I. After following him for several blocks I b came quite impatient and finally passed but not without first running through in my mind some of the various stereotyped phrases that many of us use for old people. Later I began to think over the significance of some of these phrases and just how unfair they really were. What did I really know about this man; what did I know about his way of life or even how it feels to be a senior citizen? Was I really seeing this man as a person or just an object to be maneuvered about and circumnavigated? The opportunity to work on this project offered some rather pointed answers to these questions and others that I had had for many years. As I began to edit the material there appeared several patterns of concentration: (1) To inform young people of high school age of the various concerns, problems, needs, and desires of that segment of our population called "senior citizen;" (2) To get them actively involved in relating with this group of people (of which we shall all become members some day) and to see the "senior citizen" first as a person and then, to break down the old stereotypes if possible. Thus it is that in this curriculum guide I have placed emphasis on both factual knowledge, in the behavioral objectives, and on attitudinal change through the suggested classroom activities. The guide is basically designed for a two-week program but might be easily expanded to suit the differing needs of schools.

GENERAL OBJECTIVE

STUDENTS WILL EXAMINE BASIC CHARACTERISTICS OF THE ELDERLY POPULATION IN AMERICA.

LESSONS ONE & TWO

OBJECTIVES	LEARNING ACTIVITIES
The student will be able to: 1. Discuss shifts in age groups in population in the United States. 2. Discuss the marital status of both men and women over 65; also, residence of the majority of elderly. 3. Identify the Number One problem of the elderly in a multiple choice situation. 4. Discuss the main reason for retirement and also the main reasons that people don't want to retire. 5. Discuss the changes in social-political and religious roles among the elderly asking the question "Why do these come about?"	1. Have students in class select a committee to go to local rest homes; this committee will compile a list of local area senior citizens, their addresses, and their interest or skill areas. 2. Encourage students to spend some time each week, if possible, with their grandparents or an older relative. Ask them to plan some activity where both can be involved toward a goal. 3. Students may discuss some of the classroom concepts from the handout and film with their elderly relatives to get their reactions. 4. Have students seek out elderly speakers on various relevant and current subjects. A list of such speakers may be compiled and used whenever appropriate.

RESOURCES	PUPIL EVALUATION
1. printout-"Common Characteristics of the Elderly in America." (Oregon Center for Gerontology) 1597 Agate Street, Eugene, Oregon 97403 2. film-"Mystery of Aging: Part II" 29 min., color, (1965)...deals with psychological and societal aspects of aging. Source - Upjohn Company, Kalamazoo, Michigan. rental free. ********** Instructor Resources 1. Scott, Frances G. (ed.) Perspectives in Aging II: Operational Focus (1971). Source-Continuing Education Publications (100 Waldo St., Corvallis, Oregon 97331) pp. 5-35. 2. Scott, Frances G. (ed.) Perspectives in Aging I: Research Focus (1971). pp.15-27, 87-97, 134-141, 143-162.	1. Instructor may prepare an objective examination using the behavioral objectives as a strict guideline. 2. Instructor observation of pupil involvement in discussion and planning activities. 3. Teacher-student counseling sessions in which the degree of application by the student to his personal environment is ascertained (see activity No. 3)

GENERAL OBJECTIVE

LESSON THREE

STUDENTS WILL BE ABLE TO UNDERSTAND THE TEN BASIC CONCEPTS OF AGING

OBJECTIVES	LEARNING ACTIVITIES
1. Students will read the handout "Ten Basic Concepts of Aging."	1. A student panel might be chosen to work in conjunction with the instructor to organize a field trip to a local rest home or retirement center.
2. Students will be able to discuss the handout giving their opinions of the concepts presented.	2. Students might use various idioms in which they display talent to illustrate their feelings and insights into the aging process (i.e., painting, music, prose, poetry, sculpture, etc.)
3. Students will be able to apply various concepts to elderly people they have known.	3. Students might use some of the discussions they have been having with elderly people as a basis for psycho-drama. The student might take the role of his elderly relative or friend in various social situations.
4. Students will be able to give written responses to the program text which accompanies the handout.	

LESSON THREE

RESOURCES	PUPIL EVALUATION
1. Printout-"Ten Basic Concepts of Aging." (Oregon Center for Gerontology) 1597 Agate Street, Eugene, Oregon 97403. 2. Printout-Basic Concepts of Aging: A Programmed Manual. Rich, Thomas A., and Alden S. Gilmore, (University of South Florida, Tampa, Florida, 33620). pp. 13-31. 3. Film-"Aging"-(from the "About People Series #3); National Education Television 1963. 30 min., black and white. Source-Audio Visual Instruction, Gill Coliseum 133, Corvallis, Oregon 97331. Rental is $5.00. Film talks about the functionlessness of elderly in our society. **********	1. Instructor may prepare an objective examination using the program text supplement as a reference. 2. According to individual ability and effort the teacher might evaluate the projects and activities designed by the students. (see activity #2)
Instructor Resources 1. Perspectives in Aging II: Operational Focus. pp. 37-46; 99-105; 149-154. 2. Perspectives in Aging I: Research Focus. pp.54-66; 78-85; 178-191. ** Instructor note: Go through the program text supplement with the students so that any questions of vocabulary and syntax may be resolved at this time.	

GENERAL OBJECTIVE

LESSON FOUR

STUDENTS WILL EXAMINE THEIR FEELINGS ABOUT FAULTS OF THE AGED COMPARED TO THOSE OF YOUTH.

OBJECTIVES	LEARNING ACTIVITIES
1. Students will be able to write a list of five faults they think are characteristic of older people. 2. Students will be able to write a list of five faults they think are characteristic of younger people. 3. Students will be able to discuss their two lists making comparisons and noting similarities and/or differences. 4. Students will read from the reference handout "Youth Looks at Aging."	1. Students might plan a program to present to a local rest home; this might include a display of student projects and hobbies and also entertainment for the residents. 2. Students might have small group discussions on specific issues and invite one or two elderly people to participate. 3. A group of students might do a documentary on treatment and living conditions in local rest homes and retirement centers using a portable videotape camera or standard camera. This would be viewed by the class at the end of the unit.

RESOURCES	PUPIL EVALUATION
1. printout-"Youth Looks at Aging," Jacobs, Lee H. (University of Iowa, Iowa City, Iowa-Bulletin No. 819, October 1, 1964) pp. 9-11. ********** 1. "Youth Looks at Aging," pp. 11-14, 18-22, 25-28.	

GENERAL OBJECTIVE

LESSONS FIVE & SIX

STUDENTS WILL EXAMINE THEIR OWN FEELINGS ABOUT EMOTIONAL NEEDS AND INTERESTS OF THE AGED IN COMPARISON TO THOSE OF YOUTH.

OBJECTIVES	LEARNING ACTIVITIES
1. Students will be able to discuss the question "Are the emotional needs and interests of older people similar to, or different from, those of younger people?" 2. Students will read reference handout segment from "Youth Looks at Aging" pp. 14-15. ********** The instructor may wish to use the following topic areas as a basis for discussion: a. loneliness and love b. identity c. depression d. independence e. solutions to life's problems f. fantasy and escaping from reality g. security h. mobility i. recognition and status	1. Students might wish to invite a panel of elderly people to discuss these emotional interests and needs with the class. (note: the instructor should encourage students to invite a wide cross section of elderly people - rich and poor, those who live in their own home and those who live in rest homes, different racial groups and religious faiths). 2. Students might make up a questionnaire concerning emotional needs and interests of the elderly to circulate among selected community senior citizens. Results might be reported to the rest of the class through either a committee report or a bulletin board.

RESOURCES	PUPIL EVALUATION
1. printout-"Youth Looks at Aging" Jacobs, Lee H. (University of Iowa, Iowa City, Iowa - Bulletin No. 819, October 1, 1964) pp. 14-15. 2. film-"Inside and Outside" 1968, 29 min., black & white. Source-AV Center, University of Iowa, Iowa City, Iowa. rental is $6.00. Film depicts feelings of growing old. 3. film-"A Touch of Time" 1965, 21 min., black & white. Source - AV Center, University of Iowa, Iowa City, Iowa. rental is $1.35. ********** Instructor Resources 1. Basic Concepts of Aging - A Programmed Manual. Rich, Thomas A. and Alden S. Gilmore. Source - U.S. Government Printing Office, Washington, D. C., 1969. pp. 32-47. 2. Perspectives in Aging: Operational Focus. Scott, Frances G. and Ruth M. Brown. Source-Continuing Education Publications, Corvallis, Oregon. pp. 83-91 and 66-76.	

GENERAL OBJECTIVE

LESSON SEVEN

STUDENTS WILL ESTABLISH CONTACT WITH A LOCAL SENIOR CITIZEN; THE BASIS FOR THIS CONTACT WILL BE COMMON INTERESTS.

OBJECTIVES	LEARNING ACTIVITIES
1. Students will write out a list of local senior citizens stating interests and specialty areas of each. 2. Students will choose from this list a senior citizen who has interests similar to their own. 3. Students and instructor will write out a schedule whereby the student and senior citizen may meet to discuss and, if possible, participate in their common interest. 4. Students will be able to write an evaluation of their experiences and reactions to be presented at the end of the unit.	** If at all possible the instructor should organize this lesson with the goal of student and senior citizen developing lasting relationships. ** The instructor should make sure that meetings are organized on the grounds of interest and not sympathy.

LESSON SEVEN

RESOURCES	PUPIL EVALUATION
1. Use the list made up in lessons one and two as a reference. 2. Use an elderly person from the community to be co-ordinator and middle-man between the participating rest homes and private individuals involved in this activity.	1. Written evaluation of reactions and experiences. 2. Student-teacher counseling sessions where student response is evaluated verbally.

GENERAL OBJECTIVE

LESSON EIGHT

STUDENTS WILL REACT TO SEVERAL DISCUSSION-ORIENTED FILMS

OBJECTIVES	LEARNING ACTIVITIES
1. Students will be able to discuss their opinions and reactions to several films shown to them.	

RESOURCES	PUPIL EVALUATION
1. film-"To Live Till You Die" 60 min., black & white. Source - Audio-Visual Instruction, Gill Coliseum 133, Corvallis, Oregon 97331. rental is $9.00. Film contrasts Swedish and Italian points of view concerning the aged. 2. film-"Springtime in Autumn," 20 min., color, Source - same as #1. rental is $6.50. Film is a documentary of the foster grandparents program at Fairview Hospital in Salem, Oregon. 3. film-"Where Mrs. Whalley Lives" 28 min., black & white. Source - Canadian National Film Board, 1211 Polk Street, San Francisco, California 94190. rental price not given. Film is concerned with intergenerational conflict. 4. film-"Golden Age," 27 min., Source - same as #3. rental is $5.00. Film gives views of three elderly men concerning retirement. 5. film-"Retire to Life," 23 min., black & white, Source - Oregon State Board of Health, Portland, Oregon. rental is $2.25. Film depicts the emotional problems of an older man after retirement.	

GENERAL OBJECTIVE

LESSONS NINE & TEN

STUDENTS WILL EXAMINE THEIR FEELINGS CONCERNING DEATH AND DYING.

OBJECTIVES	LEARNING ACTIVITIES
1. Students will discuss the following statements: a. Death is an individual thing. b. Each individual should decide how he feels about death. c. One's reaction to someone's death should be how you feel about them and not yourself. 2. Students will discuss their feelings toward the musical presentation "Confrontations of Death." 3. Students will be able to write a brief paper concerning their reactions to death and dying.	1. Use the musical presentation "Confrontations of Death;" program and lyrics to be co-ordinated with proper music. 2. Have students bring their own records, tapes, etc., of songs concerned with death and dying.

RESOURCES	PUPIL EVALUATION
1. printout-"Confrontations of Death," CSPA 407. Source - University of Oregon, Center for Gerontology, 1597 Agate Street, Eugene, Oregon 97403. 2. film-"Inside and Outside," 29 min., black & white. Source - AV Center, University of Iowa, Iowa City, Iowa. rental is $6.00. Film deals with the feeling of old age. ********** Instructor Resources 1. Perspectives in Aging: Operational Focus. Scott, Frances G. and Ruth M. Brown. pp. 149-154, 155-159. 2. Perspectives in Aging: Research Focus. pp. 226-241.	** Student reaction papers

Appendix E

PUPIL REACTIONS TO STUDY

As a part of the evaluation process, participating pupils were asked to express their individual feelings toward the study of aging. The following are representative samples of the resulting comments from each of the three age-grade level groups.

E-1 Elementary Pupil Responses

E-2 Junior High School Pupil Responses

E-3 Senior High School Pupil Responses

Appendix E-1

Elementary Pupil Reactions to Study of Aging

"I know that old people are nice and have lots of fun with children. They have lots of problems and maybe we can help. They have trouble with young people. I thought the films were nice and so was the discussion."

Jeri

"It's not fun to look in the mirror and find that your ageing. But kids can make it a lot easier for old people to make their way through time. I think the kid's should have more respect for old people."

Brent

"Old people are not boring they are interesting. They are wise. They may be hard of and cannot see very well, but I don't care. Some people may not be able to talk to well or may not be able to walk very well. They are not so old unless you think they are. I liked the films and dicussions."

Anne

"I don't see why people make such a big thing about old people. They aren't really that bad. My great Grandma is crippled and she's really a nice person. She may be crippled but She's still young at heart."

Tammy

"Old people don't like to be laughed at because they have soft hearts.

Old people think the young people don't care for them because they yell at them to much.

I liked the films they were good and showed a lot about older people.I like the way the films explained them."

Claudia

Appendix E-2

The following are junior high school pupils' written reactions to questions posed by the teachers involved in the study:

What is your attitude toward the studying of old people?
Do you feel we should study them?
What type of activities could or should be used?
What is your general impression about having to study old people this year?

"It is very interesting. Yes we should study them. A cemester cours should be offered. Field trips to rest homes and bring the older people in the classes. I had the course and I think it helped me to under stand them more and maybe to be more patient and understanding."

"Think it is good because we will get old to. We can get ready for it. Yes I do feel we should study them it makes me think more about there problem's. 1 class 1 semester. field trips, have a class were we get to talk to them. It help me to think about want I'n going to do when it get older."

"I like to learn about some of the problem's and hear them. and I feel we shound spend half of the year like ever mouth we sould rotate we should talk to old people by going to there home if it is ok a few at each home and study the furnture and picture's and them. I like studying old people alot I didn't thing it was boreing at all. I like it alot."

"I like to study about older, retired, and aging people. I think we could learn alot from them. It doesnt really matter how much time we put into it. We should think of wayes to understand older people and hope that they will understand us.

I like studing this. I can get an idea of how my life might be when I am older. And from watching and listening I can try to change what I can to the better."

"It was interesting studing them, and I think others should have the chance to. I don't think a whole lot of time on it but enough to get us to thinking and caring. I enjoyed the films best but these papers are great to express yourself.

It made me respect them more for what they <u>are</u>."

Appendix E-3

Included here are senior high school pupils' written reactions to the study of older people. The following three questions were the basis for the pupil comments:

1. Do you feel that these presentations have changed your feelings and beliefs about the aging process? If so, how?
2. Do you feel that there is a need for a short course of this type to be taught?
3. If this were to be taught again, how might it be done differently and/or more effectively?

"1. I believe it did. It made me realize the situation the old people are in, and the way I would feel about it if I was in there place.
2. Yes, I feel there should be a short course of this type. Because I think young people form there judgment about the aged without really realizing, many things about old age.
3. I think if more movies when shown and less paper work then it would be more effective."

"1. Yes, it change my ideas about the aged. That the old age are still human beings, still must be taken care of.
2. Yes, it can prepare a person for what his future is going to be like, so that the shock won't come all at once.
3. The corse should have old people come in to talk with us and to explain how his life is now. Could have more films. We could also have more group discussions."

NOTE: This response came from a pupil assigned to the small group led by Teacher 'C'.

"1. Yes, they made me feel more depressed about getting old. This section made me think about aging, where before I didn't
2. May be, if there is a class it should be approached with a more positive attitude.
3. It should have more answers to the problems. In this section it told about the problems, but didn't offer any answers. Also, it should be a more positive class."

"1. Yes, they have slightly changed my opinions about older people. I have always loved these people and this project has helped me to love them more and to have more concern about each one of them personally.
2. I think there is a need and that a class of this type would be very worthwhile.
3. I think the approach that was taken this time was excellent, but I wish we could have spent more time on it and had more time intermediate group discussions."

"1. All the presentations haven't actually changed my feelings but it has broadened my outlook of the aged. I didn't really think about it a lot, like when your 17 you think about today & tomorrow but not a lot further unless you have college plans or marriage.
2. To an extent yes. I feel that when your young and have so much to live you shouldn't be brought down by feeling of fright and depression which is the way I feel when I walk out after a flick on growing old.
3. Man I don't know! Maby show some of the far-out old people that still have a young mind and aren't just waiting for death. Show people that it's just another step in the life process, nothing to be ashamed of and even if you are 70 it doesn't mean you have to look act and think 70, be yourself and dig it, its all you've got!"

"1. The presentation on aging has changed by feelings & concepts of older people. This presentation help me realize some of the situations older people are in and helped me resolve never to retire from life even after I retire from a job.
2. I could concieve of the need of a short course such as this for some people. Some may use a course like this more than others. A course such as this could certainly help younger people prepare for old age.
3. If this course were to be taught again I feel it might be helpful to invite some of the senior citizens of the area to speak to us so we could get a first hand report of how it is to be old."

"1. Yes, I think it has, really quite a bit. Now I'm more able to cope with it, but I still don't want to see myself all wrinkled and ugle and crippled when I get old, I think I'd much rather die at an eariel age, like after I reach the age of 40.
2. Maybe for some people but not for me, I couldn't cope talking about this getting old business it scares me to death to even think about it!
3. Maybe have some old people come and talk about their feelings with being old, I'd like to know how it feels to be old, and if being wrinkled bothers them when they look at themselves in the mirror."